

BLISSYMBOLICS COMMUNICATION
FOUNDATION
862 EGLINTON AVENUE EAST,
TORONTO, ONTARIO
CANADA M4G 2L1

Newsletter

Blissymbolics
Communication
Foundation

Fall 1976
Volume 3, no. 1



BLISSYMBOLICS COMMUNICATION FOUNDATION

Executive Director	Harry Silverman
Programme Director	Shirley McNaughton
Associate Programme Director	Barbara Kates
Programme Assistant	Jinny Storr
Secretary	Shirley McKee
Newsletter Editor	Barbara Rush
Assistant Editor	Lois Valentic

The purpose of this newsletter is to publish articles and news items concerning the Bliss Symbol System which utilizes visual symbols as a substitute to verbal communication for physically handicapped children without speech. Subscribers to the Newsletter are encouraged to contribute articles in order to share their symbol experiences.

SUBSCRIPTIONS are \$5.00 per annum available from:

Blissymbolics Communication Foundation
862 Eglinton Avenue East,
Toronto, Ontario. M4G 2L1

ARTICLES for the next Newsletter should be sent to:

B.C.F. Newsletter,
c/o Mrs. Barbara Rush,
64 Magnolia Drive,
Hamilton, Ontario. L9C 5T2

CONTENTS

Editor's Notes.....	2
B.C.F. Report.....	3
Symbols Spread West.....	4
Symbols For Adults.....	5
A Mother's Viewpoint.....	7
Bliss Symbol Camp.....	8
Mr. Bliss Honoured.....	9
Blissymbolics and Effective Writing.....	10
B.C.F. Convention.....	13

NOTES FROM THE EDITOR

Many thanks to all those who wrote to me concerning continuation of this Newsletter. It is heartening to know that it has proved both entertaining and instructional. The B.C.F. Resource Centres have agreed to collect material for the next two issues but please do not let that deter individuals who wish to contribute. Ideas and stories are welcome from all over the world. You may be interested to know that our mailing list includes representation from Canada, U.S.A., Britain, Australia, New Zealand, France, Israel and Switzerland. Little did Shirley and cohorts know how far they would go from those poky basement rooms at O.C.C.C. some six years ago!

One often asks the question, "But what can one person do," when confronted with an enormous problem affecting thousands of lives. Well, just take a look at what two people, acting independently at the start, have done.

Charles Bliss, enraged by man's inhumanity to man as evidenced by World War II, spends years of his life creating an entirely new language. His intention was to provide an adult language for the promotion of international understanding - a form of visual Esperanto. His "Semantography" may be a little difficult to plow through at times, but the genius of the man shines through every page. Shirley McNaughton, frustrated teacher of non-verbal physically handicapped children, tries to develop a system whereby her students can express more than basic needs by grunt and gesture. She discovers a reference to Mr. Bliss' work in an old library book, discusses the idea with multi-disciplinary colleagues at O.C.C.C., and Blissymbolics has not looked back since that time. Today, thousands of non-verbal children and adults are able to communicate with us and each other through the work of these two individuals.

I know many people who say a little prayer each night for Charles and Shirley, for the joy they have brought into so many lives. Their dedication, industry and humanity is an inspiration to us all.

The next issue will appear in February/March. That gives you plenty of time to jot down a few notes concerning your programme, ideas and problems. We would love to hear from you.

Barbara Rush
Editor

REPORT FROM THE BCF

Welcome back to the 1976-77 school year. As you can see, due to your encouragement the Newsletter has survived. Barbara Rush received many letters of support, and now, as she continues in her position as Editor, she looks forward to further articles to support it.

Workshops continue to be a major BCF activity. Since our last report, the first British Summer School has taken place. Forty-three enthusiastic participants representing a variety of disciplines took up residence at Bishop Otter College in Chichester from July 26-31 for an intensive training programme. One exciting feature of a residential course is the extended time which allows for on-going interaction and exchange of ideas. While the majority of participants were from various parts of England, there was representation from Scotland and Wales as well. Prior to the workshop, we had the opportunity to visit several very impressive symbol programmes that were in their early stages of implementation. We can look forward to some exciting developments in the application of symbols from across the Atlantic! As we have seen happen so often at the end of workshops, there was an expressed need for people to continue close contact and collaboration. As a result, a steering committee was organized in order to plan the establishment of a Resource Facility in Great Britain which would co-ordinate the use of Blissymbols for the non-speaking population.

An elementary workshop has already been given in Winnipeg, Manitoba this Fall; there is one scheduled for Dayton, Ohio in October and another in Halifax, Nova Scotia in November. The O.C.C.C.-BCF Advanced Workshop is being held October 20-22 in Toronto; the focus will be the application of Blissymbols with the retarded child, with guest speakers who have been gaining experience in their own area of specialization. The Elementary workshop is scheduled for November 15-19 and will commence on the Monday evening in order to extend the time to 4 "plus" days.

On September 28 and 29 a meeting is being held regarding BCF Resource Centres. The meeting will be attended by those responsible for the 3 existing Resource Centres, as well as some potential supervisors of future Resource Centres. The next Bulletin will provide information as to the coming activities of Resource Centres for the year 1976-77, specifically a workshop schedule.

The BCF looks forward to distributing in 1977 the Handbook for Instructors, Parents and Administrators which will result from the OCCC Symbol Evaluation Study.

Some of you may be familiar with (B) accompanying some symbols in the dictionary and on the display created for the Olympiad for the Physically Disabled. The (B) also appears in the current issue of the Rideau Regional Newsletter. A symbol accompanied by (B) (or (B) *) means that the symbol is the BCF version or explanation, and is not in accordance with C.K. Bliss' version. There is an attempt to make minimal use of the (B) as we continue our discussion with Charles K. Bliss regarding these symbols. Further details relating to (B) * appear in the BCF Dictionary.

We are looking forward to sharing news regarding the BCF funding in the very near future.

Barb Kates

Shirley McNaughton

SYMBOLS SPREAD WEST !

As of August 30, 1976 symbols became established in the Alberta Children's Hospital in Calgary. I am working with a large staff of speech pathologists and audiologists as a consultant, educator and instructor in Blissymbolics for a number of programmes operated through the Children's Hospital. I have located four non-verbal children in the school who have gone anywhere from eight to twelve years with no effective method of communication. Initial contacts show that these children are more than ready to learn symbols.

There are a large number of children in a language - behaviour unit affiliated with the hospital who may be suitable candidates for symbol communication. These children are very special ones showing a huge scattering of abilities and strenghts. Operant techniques have proven very successful in the past in building both auditory and visual attention spans. Family involvement is very extensive in this unit's total programming. The children are all pre-school aged. It will be interesting to see if symbols will be suitable for the needs of these children who are provided with short-term intensive treatment on a one to one basis with input from a multi-disciplinary team. The population selected for this programme are suspected to be of "normal" intelligence but demonstrating behavioural and language problems of various degrees.

Consultant services will be supplied on request to a "Moms and Tots" programme for any physically handicapped children from birth to three years of age who are considered to be at risk for the development of oral speech.

I will also be initiating programmes for individual children in the two pre-school programmes. My work here will be restricted once again to only those children who are ready for symbol communication. Suggestions may be given towards the development of pre-requisite skills, but instruction on these early skills will come from other speech pathologists acting as consultants to the pre-school.

Once I am sufficiently settled in all of these areas, I will go further afield into two more centres - one dealing with autistic children and the other primarily with the mentally retarded of all ages.

As one can see, my work is cut out for me! The challenges ahead look very exciting. The opportunities for involvement appear very extensive even from the onset, as a result, I am quickly seeking plans to become sub-licenced under the BCF as a resource centre to solicit some assistance from some old friends!

Dale Sutherland
Speech Pathologist
Alberta Children's Hospital
Calgary, Alberta.

SYMBOLS FOR ADULTS

I am happy to provide some information concerning our use of Bliss and some problems we have found with adults. I should mention that the views expressed in this letter, while they may be accepted by the administration of the hospital where Bliss is being tried, are mine alone and do not represent the hospital.

We have one adult person using Bliss Symbols. She is in her early fifties, and suffered a stroke about two years ago. She is a well-motivated individual who is keen to communicate and has a background as a homemaker and mother. She was from Europe and had a command of three languages (including English) prior to her stroke. She is a person who has always read a great deal and continues to read books in any of these languages, at the rate of about one novel every two-three weeks.

When we began, in spring 1976, her primary means of expression was single words or short phrases, which were unclear and very difficult to understand, and the use of gesturing. Also she had some difficulty with her vision, due to her stroke, and her memory, and these problems continue today.

Initially, cards of white cardboard, about 2 $\frac{1}{2}$ " by 2 $\frac{1}{8}$ ", were used independently, and then in small groups to duplicate short sentences. The vocabulary consisted of about 50 symbols taken from all three Bliss boards, as developed by the Bliss Communication Foundation, and it was felt that the most important factor was not the simplicity of the symbol but rather the meaningfulness of the symbol to the adult who was learning Bliss. So, some symbols chosen from the 400 board, while being fairly complex, were included (many items of food and clothing, additional family members (baby)).

Bliss was introduced once a week for approximately one-half hour on a regular basis as part of an ongoing program at the hospital for stroke persons and their spouses. No strategies were introduced at this time, rather the emphasis was on the construction of meaningful phrases for communication and the learning of the symbol cards.

By July, 1976, a Bliss board of approximately 130 symbols was introduced and the patient began to learn to use the entire board. The board was set up as follows:

Topics of each column:-

Social Phrases (Courtesies)	Questions	People (child, you, I, etc.)	Verbs	Verbs	Adjectives	Body Parts	Food Items	Clothing Items	Means of Information	Places (store, house, street)	Furniture	Time & Weather	Other (pets, flowers)
--------------------------------	-----------	---------------------------------	-------	-------	------------	------------	------------	----------------	-------------------------	----------------------------------	-----------	----------------	-----------------------

At this time the strategies of opposite and question were introduced. In the last month, the auxiliary verbs "to be" and "to have" have been introduced (in the present tense) as well as some prepositions.

There are some problems that seem to be particular to the adult user which should be mentioned. The first and perhaps one of the greatest problems is the acceptability of the Bliss System to the adult. This involves not only the personal admission that verbal expression, used for many, many years and lost suddenly, will probably not be sufficient in the future, but also the public use of Bliss, which can make the disability more conspicuous, and in turn can make a person more self-conscious of their disability. These problems must be dealt with by the spouse as well as the stroke victim, and unless the spouse is encouraging and reinforces public attempts there is a danger that the Bliss will be used only for communication with the teacher. There are several ways we have tried to deal with this problem of acceptability. While introducing the Bliss board, the person was encouraged to attempt to say the sentence they were producing in Bliss. As well as encouraging any residual speech for simple words, it helps re-establish persodics in communication, and therefore helps the person who is receiving the Bliss message. Also, we have tried to make learning Bliss a more public experience with the presence of interested observers, or other staff or patients (if mildly dysphasic) who use the Bliss board with the person for one or two sessions at unplanned intervals. This establishes one person as the teacher of Bliss to the patient yet encourages the patient to use basic Bliss with persons who are less well-known, and, in a small measure, the patient becomes a teacher.

The second problem seems to be the choice of vocabulary for the adult. Meaningfulness rather than simplicity seems to be most important here. Many of these patients have been without competent language for up to two or three years and so have developed their own systems of communication that serve them well when they want to discuss the present or to fulfill their immediate physical needs. Therefore, to begin with, the real usefulness of Bliss for these persons is to communicate concepts and to discuss events of the past and the future. Add to this the fact that these adults have previously used a complex syntactical system for long periods in their lives, and it seems reasonable to introduce meaningful communication right away even though the symbols may be fairly complex (even to the point of new combinations).

Interestingly enough it seems that the adult relies primarily on the word while using the Bliss board initially, and learns the symbols only as a convenience later on. One might then ask if a word board might be easier and preferable, and it seems the answer to this is no. The reason for this is that, while the adult relies on the work for communication, the presence of the symbol seems to permit the person to apply the words in their broad conceptual sense; and, so, while the words are useful it seems that the presence of the symbols causes the concept to be employed in communication.

One way to help make the vocabulary more individual, and therefore more meaningful may be the use of a blank grid and stamps. In this way the board could more accurately reflect those concepts which have most meaning for the patient (a banker, a home-maker, a nurse, etc.).

A third problem with the adult seems to be the choice of patient. This problem reflects on the general condition of the adult person who has lost the ability to use language. Along with this loss comes poorer memory and general learning problems, as well as visual or hearing losses. It seems from early experience that Bliss is adaptable enough to deal with those with moderate loss of reception, but is ideal for a person who has good receptive abilities with poor expression. However, in practice it seems that if one area is damaged chances are good that the other area is as well. Therefore the actual use of Bliss with this group (neurologically impaired patient) may be more limited than presently expected and should be tried only after fairly stringent assessment is completed.

The last notable feature of introducing Bliss to the adult, in my experience, seems to be the approach to the adult who is to learn Bliss. The approach should be progressive yet not aggressive (with the symbols being introduced gradually), giving the person plenty of time to decide if this system (or particular symbol) is right for them. Also, the approach should include much chance for social use of the symbols with other persons, especially peers, if possible. In this respect, I have been most fortunate to have worked with Bliss in the environment of Hemisphere, (a program that includes stroke victims and their spouses which is progressive yet geared to the patient's own speed and the patient stays with this group as long as he feels the need for it, not when he does not progress sufficiently, as in the usual rehabilitation stage of treatment.) Throughout the learning of Bliss, goals have been well-defined by the patient herself.

It seems a shame to include this aspect of dealing with adults in the area of problems, but it may be a problem from the administrative sense and the feasibility of a Bliss program with an adult stroke patient should include consideration of financial aspects of continuing teaching.

It seems that I have a great deal more to say than I had expected, and I am not sure that all of these problems are unique to adults, but I would like to make one last mention of some early noticable results in the adult who has been learning Bliss. The most exciting result is an increase in her general social expressiveness within the larger group. This includes "Hello", as well as a greater interest in others, at coffee time, during craft sessions. Another exciting change is the spontaneous use of Bliss in her discussions with other professionals, such as dietitians. This is a welcome change from the appearance of understanding these persons to making sure you understand.

Edith Hughes
Occupational Therapist
Toronto, Ontario.

A MOTHER'S VIEWPOINT

This world is very concerned about communication. The airways are full of human speech and millions of words are written daily in the quest of mutual understanding. Yet it does not happen, except rarely, that that satisfying condition is arrived at. The history of human beings, the news of their daily doings is proof enough that for all our ability to make intelligible sounds, we do not understand each other.

Those unfortunate souls who are shut off from our eternal gabble have been for too long shut outside society and yet who can say with certainty that just by being, they have not communicated every bit as well.

My son John is very severely handicapped by Cerebral Palsy. Not only is he mute, but he has intense difficulty in controlling his physical movements. As such, it has been very difficult to assess his intelligence. The experts have had difficulty, that is. I have never given up on him since I saw him at four years old, lying on the floor like a broken doll, as I watched him very slowly stick out his foot to trip his brother and rolled away with a devilish grin when he was successful.

At home we have always seen a sensitive child with a zany sense of humor and, what is more revealing, an appreciation of humor beyond his experience and years. Somehow he made his wishes and reactions known by pointing, twenty questions, and just plain E.S.P.

His family and our more intimate friends tend to forget his disabilities in their understanding of his personality. There are many people who have been very surprised at John when they realized what he was "all about".

Understandably, academic achievement, in the conventional sense, has been hard for him and so he was denied, for many years, the stimulation and pride of being with other children other than the grossly retarded. Although we kept up a determined deception about his 'school' there was no doubt that John realized that he was at no such thing. He has some normal friends of his own age, kind and sensitive youngsters, who discovered John with the rapid insight of the young, and he longed to be like them.

If you expect your miracles to be on a grand and Biblical scale, what the Bliss communication method has done for John will not impress you very much. I cannot match the stories of instant and involved "board chatter" by the less handicapped youngsters, but what has happened to John is a miracle to us.

When using his Bliss board, John's movements are labourous and it takes us a long time to 'talk' to each other. Because of the tremendous effort involved, his communiques are necessarily simple in nature, but what his telegraphic sentences do convey to me is a pathetic awareness of his problems. One day he repeatedly banged at the symbol for angry and the message was, "ANGRY, ANGRY, SICK, WANT WALK, TALK" and when he is lonely I hear "WANT FRIENDS PLAY GAME PLEASE PHONE." He has also revealed to us how many memories he has been storing up all this time in his wry reminiscences of stories of a family nature. He is a very religious child who goes to Salvation Army services regularly and his board tells frequently of his love of God and his faith that God loves him.

In a very dark room, a very little light shines like a beacon. The shining smile on John's face as he goes off to school each day, the pride with which he sits more upright in his chair and his little stories about school, are more than enough miracle for us.

Jean Walker
St. Catherine's

BLISS SYMBOL CAMP

An idea for a Bliss Camp was introduced by Elaine Jones of the Sarnia Resource Centre, at the Advanced workshop, May 1976. Since then it has taken a more definite shape and plans are now being formulated to launch a pilot project in the Summer of 1977.

It is felt that such a camp could provide an opportunity for complete Bliss immersion thereby reinforcing present skills and encouraging future development. Expanded beyond the classroom setting into a recreational environment which emphasizes enjoyment and achievement through interaction and communication, Bliss will become a reality for those who can benefit from it.

We would like to hear from individuals who would be interested in working with us toward this goal. If you are one of those people, please contact either:

Elaine Jones,
Sarnia & District Crippled Children's OR
Treatment Centre, 1240 Murphy Road,
Sarnia, Ontario.

Carol Ashford,
2948 West 25th Avenue,
Vancouver, B. C.

MR. BLISS HONOURED

Following is an article reproduced from the "Toronto Sun" of June 16, 1976, concerning the Order of Australia recently granted to Mr. Bliss. It is written by David Kendall, staff writer. (Editor)

.....

An Aussie can thank Torontonians for his invitation from Queen Elizabeth to join a new honor society called the Order of Australia, which is given to deserving citizens from Down Under.

And hundreds of thousands of cerebral palsy victims all over the world can thank Torontonians and Australian Charles Bliss for their newfound ability to talk to friends.

Five years ago, Canada's 20,000 cerebral palsy victims existed alone, each unable to communicate beyond the most basic necessities.

Their unco-ordinated arms made sign language impossible, and their inability to control the muscles of the throat and tongue banned oral speech.

All they could do was grunt yes or no when a nurse or parent held up a picture of someone eating, drinking, sleeping, or performing other body functions.

That's all changed now.

Fully 34 years ago, while living in China, Bliss noticed that the Chinese couldn't understand each other's oral dialects, but they could all communicate with the standardized written language.

So he invented a universal written set of 100 symbols called World Writing, with grandiose hopes that it would breach the communication barriers of the world and bring peace and brotherhood to mankind.

He published his idea in 1949, and nothing happened. "They laughed at me," said Bliss.

Then in 1971, Shirley McNaughton, director of the symbol research program at Ontario Crippled Children's Centre in Toronto, stumbled across his book in a library in Sudbury.

She had no answers for mankind's quest for peace. But she did realize that the symbol language - now known as Blissymbolics - could bring cerebral palsy victims out of their desert of silence.

Bliss flew to join her, and they started teaching patients immediately. "It was an instant success," says Bliss, "and it grew and grew and grew all over the world."

Today, people with cerebral palsy on every continent are learning "in just a few months" to talk together by pointing to symbols painted on a tray across their lap. By varying the order of the symbols, the subtlety of their conversation is unlimited.

Yesterday Bliss was officially made a member of the Order of Australia. Said the delighted Bliss, who will be 80 next month: "I'm now at the pinnacle of my success - the Queen has decorated me for this work."

BLISSYMBOLICS AND EFFECTIVE WRITING

This summer, upon reading a friend's guideline to writing comprehensive key note articles¹, I was impressed with the parallel between her suggestions for effective writing and Charles Bliss' recommendations for symbol communication. Because the content of the Guideline has application for potential Newsletter contributors, I submit it for reading from two perspectives.

- first, as an aid to simplify the task of writing articles.
- secondly, as stimulus for a comparison between the structure of Blissymbolics and considerations for effective writing.

(I found the remarks on style particularly relevant.)

Thanks to Eleanor Benvenuto, International Public Relations Chairman, Harmony Incorporated, for granting permission to reproduce her article. Eleanor and the Shades of Harmony of London Ontario are communicating effectively in yet another way!

1. "How to Write a Comprehensive Key Note Article" was written by Eleanor Benvenuto, August 1976, for distribution to Harmony Incorporated Area Representatives, Chapter Secretaries and Associate Members at the suggestion of the Board of Directors.

SUGGESTIONS ON HOW TO WRITE A COMPREHENSIVE KEY NOTE ARTICLE

"MUMBO JUMBO", do you have it?

Most writers do suffer these "grunts of mind"¹ -- what comes out in first and second drafts, when you try to write an article, essay or such.

Take heart, the experts can help.

Of the writing specialists studied in preparing this list of ideas and tips, J.R. Trimble of Texas, and W. Zinsser of Yale University, were the best.

The writing suggestions are in two parts. Part one will relate to your pre-writing considerations, and to the general design or format you will need for your piece of writing.

Part two contains suggestions for the actual writing of your material.

Some general remarks on style and revisions are also included.

PART I: BEFORE YOU WRITE

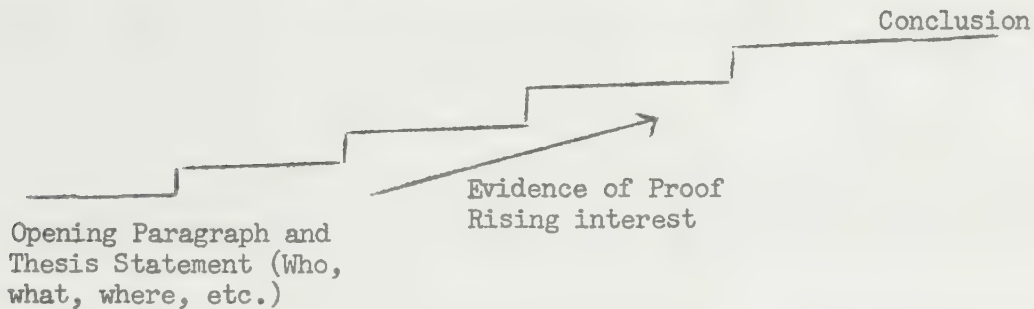
1. You know who your readers will be -- people very much like your own Chapter friends.
2. You know how you will want to talk to them. Be yourself and use a personal, friendly style.
3. Have you decided what you want to say to your readers? Select only a corner of your general subject. Tell only a part of the subject well and then stop. You can always write a second article.

1. J.R. Trimble, Writing with Style. (New Jersey: Prentice Hall, Inc. 1975), p. 23.

Zinsser says a "Useful rule of thumb is that every successful piece of nonfiction should leave the reader with one provocative thought." ² What point do you want to leave with your reader?

4. You will require a logical design that will introduce and develop your thesis or main idea. Ziegler illustrates the general plan for an article in Figure I.

Development of Thesis Statement³



PART II: WHEN YOU WRITE

1. The Title. Take care with your choice of title. Make it accurate and descriptive. Try collecting your favourite titles. Ask yourself why they are effective?
2. The Beginning. Here you must catch your reader's attention, sustain it and satisfy it. You must say what the article is to be about, from a particular point of view or perspective. You set the stage and the atmosphere. Use every means at your disposal to interest your reader -- novelty, paradox, humour, surprise, a question, quotations, dialogue, contrast, action etc. Try to have your biggest punch come at the end of the opening paragraph. Then you can build to a climax.
3. The Middle. Most of your message will be here. Select the details and the examples that best support your ideas. Decide to what extent you will develop each supporting point. Arrange your examples to produce impact. Most writers and readers too, like a strong start and finish.
4. The Conclusion. Leave the reader with a strong, lasting impression. The ending must be as memorable as the beginning. Direct quotations often work well. When you are ready to stop, do so. If you have given all the facts and made your point, then make your exit.

STYLE.

The writer is most relaxed when she is herself and she writes in the first person. Try then to use: I, me, we, us.

Leave out adjectives and adverbs. Instead, use strong verbs and nouns. Zinsser quotes Donald Hill to emphasize this, "Less is more in prose as in architecture."

2. W. Zinsser, On Writing Well. (New York; Harper & Row, 1976), p. 49.
3. I. Ziegler, The Creative Writer's Handbook, (New York: Barnes & Noble, 1975) page 102.

Verbs are the centre of power in all sentences. Choose the active verb rather than the passive.

Example: "His bold and brash temper has been replaced by careful and prudent manner."⁴

Better: "His impetuosity has been replaced by prudence".

Best: "Prudence now tempers his impetuosity."

The examples above from Zinsser, illustrate how to rework a wordy sentence, written in the passive tense.

REVISIONS.

Re-writing is 9/10 of all writing. If your sentences plod along, try reading them aloud. You will hear where the problem is. Vary the order of your sentences and the lengths of your sentences. Zinsser says that you should be grateful for everything that you can discard. Allow time to lapse and then read your manuscript again.

In 1870, a newspaper editor told his reporters to write as you would a telegram, with each word costing a dime. It's still good advice today.

4. W. Zinsser, op. cit., p. 60 - 63

Written by Eleanor Benvenuto

Submitted by Shirley McNaughton,
B.C.F. Toronto.

B.C.F. CONVENTION

Preliminary Plans are being made for the 1st B.C.F. Annual Convention. Tentative arrangements to be held --

Ottawa - June 6th & 7th, 1977

Guest speakers would include specialists from the area of technology who are developing BLISS symbols displays.

The format would be presentations and ample time for exchange of ideas among experienced instructors.

Details and registration forms will be distributed when plans are finalized.

At this time we are conducting a survey regarding numbers.

It is important to our planning for you to respond immediately if you are interested.

Please send the coupon below to:

ANNE WARRICK
1949 Fairbanks Avenue,
Ottawa, Ontario.
K1H 5Y2

.....

I WOULD BE INTERESTED IN ATTENDING THE B.C.F. CONVENTION:

NAME.....

ADDRESS.....

DISCIPLINE.....

AREA OF INTEREST.....

